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THE UNIVERSITY OF ALBERTA

FACTORS RELATED TO ELECTION TO A STUDENTS' COUNCIL EXECUTIVE

by

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A THESIS

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The undersigned certify that they have read,  
and recommend to the Faculty of Graduate Studies for  
acceptance, a thesis entitled "Factors Related to  
Election to a Students' Council Executive," submitted  
by Alan Ross MacLeod in partial fulfilment of the  
requirements for the degree of Master of Education.



## ABSTRACT

The aim of this study was to determine whether a number of selected variables are related to the election of an individual to a high school students' council. The variables considered included social class, membership in voluntary organizations, and attitudes toward the political process. The data were obtained from 368 students from the academic and the vocational high schools in Grande Prairie. Social class was assigned according to the Blighen Scale. Membership in voluntary organizations was defined in terms of participation in extracurricular activities, interscholastic sports, school and non-school clubs. To obtain an indication of attitudes toward the political process, Guttman scaling was applied to material modified from scales of Political Efficacy, Sense of Citizen Duty, Contempt for People and F Scale. Tests of the significance of each scale item were also conducted.

The results of the study indicate that the hypothesized factors, while all significantly related to council membership, together produced a multiple R of only .41. The single most important factor was found to be social class which was also the first item to emerge in a regression analysis of all items. In the area of attitudes toward the political process, it was found that the Political Efficacy Scale was the best of the predictors and indeed, was the only scale that differentiated significantly between council and non-council members. The results of the analysis dealing with voluntary organizations indicated that executive membership in school clubs was the most significant predictor of council membership of the variables tested.



Participation in a number of extracurricular activities also proved to be a significant predictor. However, membership on the executive of clubs outside the school was not significantly related to council membership.





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## CHAPTER I

### THE PROBLEM

#### I. PURPOSE OF THE STUDY

Although a number of studies related to extracurricular activities have been undertaken at the University of Alberta, their emphasis has been on the total program rather than on any single aspect. Such studies have been primarily descriptive with little basis in social theory. The present study examined a much more restricted aspect of the total extracurricular program in the light of a theoretical model constructed specifically for the investigation.

Several of the studies that have been completed in the area of extracurricular activities have discovered that a relatively large percentage of the students take no part in such activities. The present study examined a number of characteristics which may be associated with student union leadership, and it is hoped that the results provide a clearer picture of the relation of the selected variables to council leadership.

Sherritt (8) in a follow-up study of students after graduation found that 49 per cent of the graduates felt that the non-athletic activities of the extracurricular program contributed more toward adult development than athletic activities; while only 15 per cent of the same group felt that athletic activities were the more valuable. Among the non-athletic activities mentioned, school government was ranked second most valuable behind service-social type organizations. If students find that their experiences in student government are



valuable in later life, it would appear that student government and the nature of its leadership constitute areas in which research studies are needed.

If one adopts the viewpoint of Miller (6) and McKown (5), and a number of other writers in the field of extracurricular activities, that the student council should be given the responsibility for helping with the administration of the extracurricular program, then from the viewpoint of the educational administrator it would be of potential benefit to be aware of some of the factors that have been associated with the selection of leaders of the student body.

## II. STATEMENT OF THE PROBLEM

The present study was designed to determine whether a number of selected variables are related to the election of an individual to a students' council. The variables considered dealt with student participation, student attitudes and demographic characteristics.

## III. DELIMITATIONS OF THE STUDY

The population surveyed in this study were the grade ten, eleven, and twelve students who were in attendance during the 1965-1966 school year in the Grande Prairie Public School System.

Information gathered by the use of a questionnaire has been used to examine the students' social class to determine the extent to which members of the student council participate in extracurricular activities as compared with the overall student population; and finally to compare





the attitudes of council members toward the political process, as reflected in student government, with that of the other students.

#### IV. LIMITATIONS OF THE STUDY

There are a number of limitations which are associated with the use of questionnaires. Selltitz notes that in comparison with the interview technique there is less flexibility in that if a subject misinterprets a question there is usually little that can be done to remedy the situation, while in an interview there is the possibility of repeating or rephrasing questions to make sure that they are understood (7, p. 242). Second, the interview offers a better opportunity to appraise the validity of reports as the interviewer can observe not only what the respondent says but also how he says it.

Further limitations are inherent in the scales used to appraise attitudes owing to shortcomings in the method of scale construction. Torgerson lists two main limitations of Guttman scaling techniques: (1) The Coefficient of Reproducibility, which is the primary criterion of scalability, is often high even when the items are known to be completely independent and (2) The scalogram procedures allow one to capitalize on chance variability (10, p. 323).

As a study of leadership, a limitation exists in restricting the sample to one city. Generalization of the results beyond the sample is not justifiable without further research.

Finally, by restricting the number of variables to be considered





to three, a number of potentially important variables have not been included.

## V. ASSUMPTIONS

In carrying out the investigation the basic assumption was that it is possible to gather information from high school students that is representative of the views they actually hold.

Second, it has been assumed that the instrument used to collect the data in the survey is adequate for the purposes of the study.

Third, it has been assumed that the students present at the time of the administration of the questionnaire were representative enough of the total school population to warrant drawing conclusions regarding the total student body in the school.

Finally, it has been assumed that leadership is designated by formal position. No attempt was made to study informal leaders.

## VI. DEFINITION OF TERMS

Extracurricular activities. Extracurricular activities are defined as:

That area of the total curriculum which includes experiences not usually provided in typical classes, such as . . . clubs, assembly programs, interscholastic and intramural athletics, student participation in government and other activities under the guidance of the school (4, p. 9).

It should be noted that there is not general agreement on the use of this term to designate the suggested activities. Frederick lists no fewer than thirteen terms used to designate student activities as mentioned in the above definition (3, p. 7).



Students' Union Executive or Student Council. "The student council is a group of students selected by their fellow members of the student union to manage student affairs and to represent the student body at all times and in all relationships" (3, p. 330). As there are two council elections each year in the schools surveyed, throughout the study the word "council" was used with reference to the group elected in the second term.

Political efficacy. Sense of political efficacy may be defined as:

. . . the feeling that individual political action does have, or can have, an impact upon the political process, i.e. that it is worthwhile to perform one's civic duties. It is the feeling that political and social change is possible and that the individual citizen can play a part in bringing about this change (2, p. 189).

For the purposes of this study, political efficacy has been measured on the basis of four items modified slightly from those Campbell presented in his original scale. It has been operationally defined as what is measured on the political efficacy scale.

Sense of citizen duty. Sense of citizen duty may alternatively be referred to as "sense of political responsibility" or "sense of civic obligation." It may be defined as:

. . . the feeling that oneself and others ought to participate in the political process, regardless of whether such political activity is seen worthwhile or efficacious (2, p. 194).

In the present study sense of citizen duty has been operationally defined by a four item scale.

Social class. Social class may be defined as:

The totality of individuals whose occupational, economic and socio-political status (rights, privileges, duties and disfranchisements) are closely similar (9, p. 61).

Social class has been measured using Blishen's scale (1, p. 156-172).





## VII. SUMMARY OF CHAPTER I

Research studies related to extracurricular activities have generally been descriptive with little basis in social theory. Often such studies have surveyed extant programs and have then concluded with suggestions for change. The present study concentrated on only one area of the extracurricular program: student government. Findings of the behavioral sciences relative to leadership selection formed the basis of the study which was conducted in the Grande Prairie public high schools. The first chapter outlined the problem, defined basic terminology, presented some of the limitations and some of the assumptions of the study.



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## CHAPTER II

### RELATED LITERATURE AND RESEARCH

#### I. INTRODUCTION

Frederick, in discussing the historical development of extra-curricular activities refers to the period up to approximately the middle of the nineteenth century as the period of "suppression" because organized activities did not receive public and official recognition (6, pp. 21-22). It is noted that the period of "suppression" has not yet completely disappeared from all areas; however, in the years from the middle of the nineteenth century until 1920 there was increasing toleration of activities in schools other than those of the prescribed curriculum. More recently there has been a period in which student activities have been made easily available; in fact are urged, publicized, and supported as providing an important segment of the total educational process. In some areas of the United States there has emerged what Frederick has designated as being a period of "exploitation" in which the motivating force in the extracurricular program is to provide some benefit to the institution, teacher, coach, or administrator.

Regarding student participation in school administration and government which is more directly related to the present study, student participation is commonly traced at least as far back as Plato. Plato's "Academy" had scholars, or student leaders, that were elected every ten days by a process of secret balloting. Aristotle's "Lyceum" also developed and incorporated student participation including such officers



as the master of sacrifices and overseerer of good order.

Eby and Arrowood explained the rise of student guilds of masters during the middle ages in terms of a need for protection and mutual aid (5, pp. 763-764). This was necessitated as governments during this period were capable of imposing order only on a local basis while scholarship was international. In Italy there were separate guilds of students and masters. At Paris and Oxford the students belonged to the university, but power resided in the hands of the masters. At Bologna the students' guilds generally exercised university functions. There, by the middle of the thirteenth century, there were two universities which were organized as follows:

. . . each . . . was divided into clubs, called nations from the fact that each association was made up of members from a particular region. Each nation elected one or more Councillors, who with the rectory, formed the ordinary executive body of the university. Each university at Bologna had as its head a rector- a student who was elected to office biennially . . . . It may be said here that, in the course of time, all rectorships were combined into one, and that the power of the student rector was gradually reduced, until in the sixteenth century it was a mere shadow. The semblance of student government, was however, preserved in Italian universities until the nineteenth century (5, pp. 765-766).

Within the United States, the concept of a student council was relatively unknown until 1920. McKown cites a study Ringdahl carried out in 1927 which revealed that over one-half of the 171 schools included in the study had organized their councils after 1920 (18, p. 57). McKown also reports a study completed by Kelley in 1941 which revealed that of 1,904,775 students in schools from which replies to his questionnaire were received, 91.9 per cent were under some form of student participation in school government (18, p. 57).





## II. REVIEW OF THE LITERATURE

There are many aims of student councils; it is doubtful that any two schools will have identical aims in mind when setting up a system of student participation. However, generally it is agreed that the program of student government must contribute to the effectiveness of the school; both the school and the student himself must profit by the activities developed through and as a result of the student council's program. According to Van Pool, the single most important objective is that of "teaching habits of responsible citizenship" (29, p. 43). With this in mind the present study has examined the basis for council membership and selected variables which may be important in determining who becomes a council member.

Perhaps the first consideration in determining who will be elected to the student council is the presence or absence of school regulations which restrict membership for some or all of the offices. Knill found that:

The relationship between grade level and the proportion of students holding elected positions is something that is built into the system by tradition (i.e. students in the lower grades are not expected to be candidates for as many offices as are the senior students) or by rules and administrative control (i.e. students in the lower grades are not permitted to run for top positions in the council (14, p. 61).

The literature generally suggests that restrictions which limit the eligibility of students for election to the executive should be of a minimal nature. Cummings in The Effective Student Council has argued as follows:

Leadership is essential in the council, but it is not limited to the academically talented students alone. A council full of "A" students is not necessarily a good working council, as





members do not want to spend time on anything but maintaining their grade averages. Also, such a council does not always have the full support of the student body. It is considered an organization for the select few rather than for everyone (4, p. 18).

In the National Association of Student Councils Yearbook for 1964, a summary is provided of a discussion group on the topic "What are Some Problems in Providing an Adequate Basis for Student Council Representation?" It was suggested in the discussion that:

Too many students do not understand the democratic function of the student council and set extremely high requirements for those who run for office. This creates an elite group instead of a genuine representative body, and robs the bulk of the students, who are actually being represented of any chance of having a say in their own affairs (21, p. 94).

McKown, in The Student Council, stated that in general there should be no restrictions on council membership. He went on to elaborate on this viewpoint:

In summary, these limitations on eligibility for council membership are unjustifiable because they represent (1) faculty, not student body, ideals (and usually fears) which are the outmoded academic conceptions of the purpose of the school, (2) an unfair discrimination which is not practiced against other school memberships and activities; and (3) faculty pressure to determine who shall represent the students (18, p. 56).

McKown suggests that by training the electors to appreciate the importance of a deliberate and unbiased evaluation of the candidates' qualifications it is possible to avoid having leaders selected on the basis of friendship, sympathy, obligation or any other purely personal reasons.

Miller et al. provide a list of desirable qualifications for council membership:





1. The individual must be a member of the school.
2. He should have a genuine interest in his school.
3. He should be respected by his associates.
4. He should have ideas for improving his school, plus the ability to effectively convey his ideas to others.
5. He should be willing to compromise.
6. He should be willing to assume responsibility and carry through those responsibilities that he accepts.
7. He should remember that he is a representative, not a "one-man show."
8. He should be willing and able to attend all meetings (19, p. 229).

Patterson has reported studies and projects in citizenship education carried out at Syracuse University which have assumed that the students elected by their peers are good citizens (23). He remarks that, "In terms of intellect, academic ability and leadership in school activities, this assumption seems to be well founded" (23, p. 83). The studies have further assumed that investigation and analysis of the characteristics of these student leaders will provide further leads toward improving ways of developing good citizens.

Havighurst et al., in a study of Growing Up in River City found a close connection between social class and success; indeed, it was greater than the relationship between intellectual ability and school success (8). Thus, one can agree with Porter that control over recruitment is an extension of elite power (24). Not only can formal qualifications be imposed, but so can other selective devices such as informal approval or disapproval establish the chances of any particular individual being elected.

Research conducted at the University of Alberta that is related to extracurricular activities has been primarily descriptive in nature, including studies by Boyko (2), Hutton (12), Marles (17), Scott (27), and Watkin (30). Much of the material in these studies is now outdated.

The first part of the paper is devoted to the study of the properties of the function  $f(x)$  defined by the equation  $f(x) = \sum_{n=0}^{\infty} a_n x^n$ , where  $a_n$  are the coefficients of the power series. It is shown that  $f(x)$  is a continuous function of  $x$  and that it satisfies the functional equation  $f(x) = x f(x^2)$ . This equation is satisfied by the function  $f(x) = \sum_{n=0}^{\infty} x^{2^n}$ , which is the function studied in the paper.

In the second part of the paper, the properties of the function  $f(x)$  are studied in more detail. It is shown that  $f(x)$  is a monotonic increasing function of  $x$  and that it is concave down. It is also shown that  $f(x)$  is a function of bounded variation on the interval  $[0, 1]$ . These properties are used to prove that  $f(x)$  is a function of bounded variation on the interval  $[0, 1]$ .

The third part of the paper is devoted to the study of the properties of the function  $f(x)$  in the neighborhood of the point  $x = 1$ . It is shown that  $f(x)$  has a logarithmic singularity at  $x = 1$ . This singularity is studied in detail and it is shown that  $f(x)$  has a logarithmic singularity at  $x = 1$ .

In the fourth part of the paper, the properties of the function  $f(x)$  are studied in more detail. It is shown that  $f(x)$  is a function of bounded variation on the interval  $[0, 1]$ . These properties are used to prove that  $f(x)$  is a function of bounded variation on the interval  $[0, 1]$ .

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In the sixth part of the paper, the properties of the function  $f(x)$  are studied in more detail. It is shown that  $f(x)$  is a function of bounded variation on the interval  $[0, 1]$ . These properties are used to prove that  $f(x)$  is a function of bounded variation on the interval  $[0, 1]$ .

Kratzmann's survey has produced information relevant to the present approach (15). First, he found that only one-third to one-half of the students participate in any extracurricular activities. As one would expect from the literature thus far surveyed, all schools limited participation in the area of student government. Without exception, the student union president had to be a grade XII student who maintained a basic academic standing. Of the seven schools surveyed, two required that the student seeking the office of treasurer be a student pursuing a commercial program. Although it was not required, the great majority of student leaders were following the matriculation program and over one-half participated in three or more activities. Kratzmann recommended that the possibilities for increasing the number of students who are given leadership opportunities be investigated.

### III. THE APPROACH OF THE PRESENT RESEARCH

There have been a number of studies in the area of extracurricular activities, and to a greater extent in the social sciences, that suggest the importance of three variables associated with office-holding: social class, attitudes toward the political process and membership in voluntary organizations. Prior to a discussion of these studies, a brief examination of the model devised for the present investigation is appropriate.

Of the total student group represented at the base of the model, only a relatively small group will be members of the student council. The model is presented in the form of a pyramid suggesting a status structure; the president would be at the top and other council members





would also be near the apex while the large majority of students would be at the base of the figure. The various factors hypothesized as being related to membership on council are represented by the sides. Although there may be one of the factors that is more influential than any other, the model does not give any factor precedence. The attitudes toward the political process may be thought of as being on a continuum from unfavorable, represented at the base, to favorable, represented at the apex. Social class, similarly, runs from Class 6 on the Blishen Scale to Class 1; the top class being at the apex. It is also suggested that membership in voluntary organizations increases with a higher social class and with more favorable attitudes toward the political process. Overall, the leadership pattern is not unlike the monolithic pyramid power structure that Hunter found in Atlanta (11).

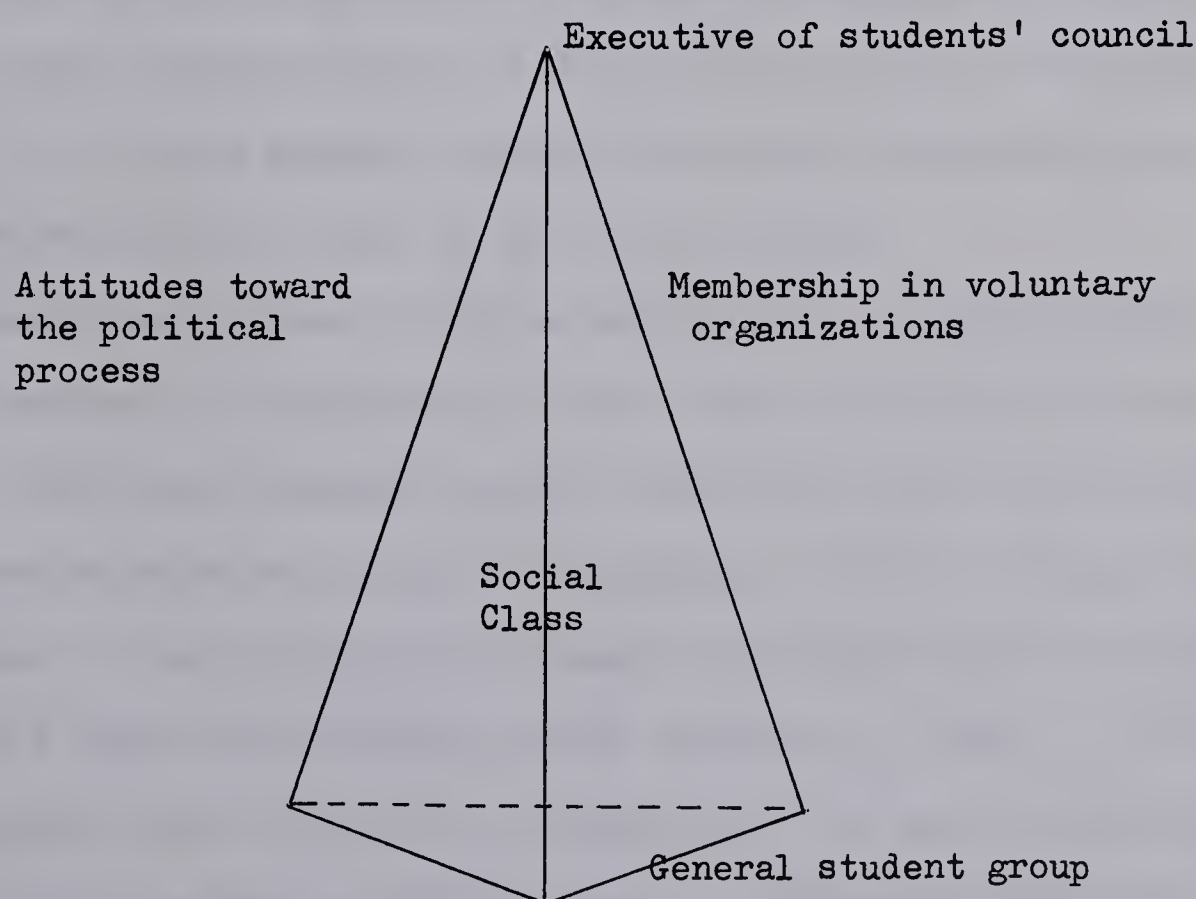


FIGURE I

CONCEPTUAL MODEL



Perhaps the model, represented in Figure 1, can best be understood by a consideration of the research findings.

One of the earlier studies in the area of social class in relation to extracurricular activities was conducted by members of the Educational Policies Commission of the N. E. A. in 1940 (16). They found that the leaders of such activities were a relatively small group but that this group were getting considerable training in some aspects of democratic leadership. The outsiders and non-conformists, while regarded unfavorably by the school staff, were just as bright and loyal to the school as were the leaders. However, the outsiders came from the lower economic classes and were less well dressed.

A more intensive study was conducted by Hollingshead and reported in Elmtown's Youth (9). The working hypothesis of the study was that "The social behavior of adolescents is related functionally to the positions their families occupy in the social structure of the community" (9, p. 9). The study assumed that the adolescent's position in the social structure was the same as that of his family.

Of the 390 high school students studied, about 30 were elected as executive members of the students' union. The two or three candidates for each office were nominated several days before the election without any noticeable interference from the teachers or school officials. For the purposes of the investigation, families had been placed in social classes by a number of different people who knew the family. If the class hypothesis was to be valid, students from the upper classes should have been disproportionately represented on the council while the lower





classes should not have as much representation as their numbers in the student body would indicate. In actuality, the number of officers elected from the second highest class was well over twice as great as its representation in the student body. On the other hand, Class IV, with almost half the student body, had less than one third of the offices and the lowest class with nearly 7 per cent of the student body did not have a single representative. These results supported the hypothesis that social class was important in determining membership on the student council.

Prewitt (26) in an article in The Annals entitled "Political Socialization and Leadership Selection" identified American political leaders on the basis of attributes that they shared with each other rather than with the population at large. By determining the traits on which political leaders are not a random sample of the population, he hoped to be able to make tutored guesses about the kinds of political socialization experience which increase the probability that an individual will become a public official.

He found that although the upper-status groups contribute more than their share to the political leadership class, they are by no means the exclusive contributors. Prewitt states:

By knowing a person's status we know something about his chances of success if he seek office, but we have no way of knowing whether he will choose a political vocation. The correlation between social status and political power, though consistently positive, is not grounds for the latter (26, p. 111).

There have been a number of other studies that have shown that leadership is associated with social class. These include: Agger (1), Hunter (10), Kimbrough (13), Mills (20) and Porter (24).





In his analysis of the 1952 American presidential election Campbell noted that although the level of citizen interest and participation in any one election may be explained largely in terms of such factors as the attractiveness of one or both candidates and the voters perceptions of the issues, an understanding of the long-range trends in voting participation requires a consideration of broader and more enduring political values and attitudes (3). In an attempt to investigate two of these broader aspects, Campbell developed the concepts of political efficacy and sense of citizen duty. Political efficacy refers to the belief that individual political action does have, or can have an important impact upon the political process while sense of citizen duty implies that one ought to participate in the political process, regardless of whether such activity is seen as worthwhile or efficacious. Campbell developed a number of items which when tested indicated that the higher one's sense of political efficacy the higher the level of political participation in the 1952 election. Similarly, the data gave considerable support to the hypothesis that political participation is positively related to feelings of citizen duty. While differing levels of political efficacy were not as great for the higher social classes as for those lower down the scale, political efficacy is not merely a function of education or any other demographic variable. Regardless of age, education, income and occupational status, race or sex; a higher sense of citizen duty accompanies a greater likelihood of active political participation.

Prethus used the concept of alienation to refer to the opposite feeling to political efficacy (25). Thus alienation is often





accompanied by feelings of political ineffectiveness, an inability to influence community decisions. Community power in "Edgewood" and "Riverview" was studied by Presthus. He found that in these two communities the major proportion of the leaders tended to feel that anyone in the community can influence decisions. On the other hand, considering the non-leaders by themselves he found that approximately 30 per cent fewer of them felt that they could influence decisions.

A second item related to political efficacy concerned perceptions about the structure of leadership in the communities. Differences between the leaders in both communities and the rest of the citizens were significant at the .01 level.

A four item Alienation Scale was constructed using Guttman scalogram analysis. On the scale alienation increased as class status declined but this tendency was more marked for "Edgewood" than for "Riverview." Thus "Edgewood" upper class citizens might be said to have a more well-developed sense of political efficacy than "Riverview" citizens.

Presthus further found that in "Edgewood" three times as many participants as compared with non-participants (participants being defined as those who took part in decision-making activity of any kind) were likely to reject all four items in the Alienation Scale. In both communities an inverse variation was found between voluntary group membership and alienation. Thus individuals who believe that they are politically ineffectual are typically less likely to belong to such groups. Within the whole area of alienation, social class is regarded by Presthus as an intervening variable since alienation is inversely associated with class while voluntary group membership is positively

the first of these is the fact that the

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associated with it.

Ziblatt has been concerned with the students' attitudes toward politics (31). He hypothesized that if participation in extracurricular activities leads to a more positive orientation toward politics, then there should be an association between the rate of participation and attitude. No such relationship was found.

The relationship between the father's educational level and the rate of their children's participation in extracurricular activities was also investigated. Students whose fathers had only a grade eight or lower education were more than three times as likely as students with college-educated fathers not to participate in any activities at all. Ziblatt summarized his findings in terms of four propositions, two of which are pertinent to this study:

- (1) The higher the father's educational level, the more frequently students participate in extracurricular activities.
- (2) The more frequently students participate, the greater their feeling of integration into the high school status system, (31, p. 30).

Thus while educational theorists (6, 7, 18, 19) have stressed the beneficial aspects of extracurricular activities, the data presented did not indicate that a feeling of integration into the high school system is linked with a positive attitude toward politics.

In a Canadian study Knill examined student participation in political and social organizations (14). The proportion of students who were involved in student government was relatively high: sixteen per cent. Further, involvement tended to increase with grade level:

One of every ten boys in grade ten held a government position; one out of every five participated at the grade twelve level... one of every six girls in grade ten held a status position, a proportion which increased to one of every four in grade twelve (14, p.62).



Knill examined students attitudes toward the political process by using a modification of Campbell's Political Efficacy and Sense of Citizen Duty Scales. Thus, the students were asked to respond to statements which dealt with their views of the council as an agent for their political welfare, of themselves as effective agents in council affairs, and of themselves in the role of voters. The attitudes held by the students were consistent with their activity in school affairs in that girls felt more effective than boys as voters in student council elections. Further, all students felt more efficacious in the higher grades. Knill gives as an example the following:

. . . two thirds of the grade ten boys (sixty-eight per cent) felt that voting was the only way they could have their say about how the students' council should operate. Less than one-half (forty-seven per cent) of the grade twelve boys felt this way (14, p. 63).

Finally, considering the relationship between membership on the student council and participation in voluntary organizations, some of the work done by Presthus is apropos (25). In "Edgewood" two-thirds of the top social class were active in three or more voluntary organizations as compared with less than one-seventh of the lowest social class. Indeed, almost half of those in the bottom two social classes belonged to no organizations and over two-thirds of them belonged to only one. In "Riverview" the relationship between class status and membership in voluntary organizations was even more pronounced as almost four-fifths of Class I respondents belonged to three or more organizations and there was also a higher proportion of lower class respondents who belonged to no organizations.





### III. SUMMARY

Although the literature suggests that restrictions should be very minimal for election to the student council, in practice they tend, both through organizational and traditional restrictions, to limit office to a relatively small group of students.

The Kratzmann study revealed that a relatively low percentage of the total student body take part in extracurricular activities but the study did not go on to investigate reasons for this situation. Presthus found that those individuals who feel politically ineffective are not likely to participate in voluntary organizations. The N. E. A. investigation and Hollingshead's research both found some relationship between social class and student leadership. Prewitt confirmed that upper status groups are over represented in leadership positions.

Campbell developed the concepts of political efficacy and sense of citizen duty and produced scales which measure these attributes. These scales, as modified by Knill, formed the basis of the present study and appear to be appropriate in obtaining a measure of political attitude at the high school level. Presthus, using similar concepts, found that community leaders scored relatively high in political efficacy.

### III. HYPOTHESES

The following are the three major hypotheses resulting from the theoretical design discussed in this chapter.

- (1) The social class of student council members is higher than that of non-members.





- (2) Council members express a more favorable attitude than non-members toward the political process as tested by scales of political efficacy, sense of citizen duty, and contempt for people.
- (3) A greater proportion of council members than non-members participate in voluntary organizations.

There is one minor hypothesis which is related to the third hypothesis.

- (3.1) A greater proportion of council than non-council members have joined three or more school clubs or interscholastic athletic teams.



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## CHAPTER III

### RESEARCH METHODOLOGY

#### I. INSTRUMENTATION

The instrument used in collecting the data was devised especially for this investigation. The answer sheet was designed to facilitate transference of the responses to data cards for computer processing. The IBM 7040 Computer was utilized to obtain results for "t" tests, "U" tests, chi square, Spearman's rho, and for a multiple regression analysis. It might be noted that in reporting the probabilities, exact figures have been reported without arbitrarily setting any acceptable significance level.

The first section of the questionnaire consisted of seventeen items designed to ascertain the students' attitudes toward the political process. The items that were included were ones that have been found to scale for other samples. However, the questions taken from Campbell's study of voting were specially modified for administration to high school students (2, p. 173). All items in the first section have incorporated Likert-type response categories.

The second section of the instrument elicited general information on such material as age, grade, sex and occupation of the father. The Blishen Scale was used to translate occupation of the father into a social class (1). Another of the items in this section differentiated between council and non-council members while the succeeding one ascertained the position the student held, if any. In order to be able to compare membership in clubs and other voluntary organizations





between council and non-council students, respondents were asked to list such memberships specifically.

## II. VALIDITY AND RELIABILITY

Selltiz et al. state that, "Within limits, the reliability of a scale increases as the number of possible alternative responses is increased . . ." (4, p. 368). In order to increase the reliability of the scales of political efficacy and sense of citizen duty, students were presented with a choice of six response categories ranging from "agree strongly" to "disagree strongly." The same categories were presented for the Contempt for People Scale and for "F" Scale items.

Turning to the Blishen Scale, it is necessary to mention that despite the theoretical significance and methodological advantages of occupations as an indicator of social class there are limitations to this approach. First, the occupational categories are broad enough that they do not indicate the differences in income within the various occupations. Further, an accurate indication of class should in some manner measure total social position, and position within a particular occupation may itself be important in determining social position.

The scale was constructed by arranging the occupations reported in the 1951 Canada census according to income and years of schooling. The average income and average amount of schooling were then calculated, and the standard scores were then combined and each occupation ranked according to this combined score. Seven somewhat arbitrary class divisions were then introduced in an attempt to determine the degree to which the scale reflected the prestige rankings of the occupations.





A rank correlation was then determined by comparison with the only other Canadian scale available. The rank correlation between the two groups was 0.91. Further, rank correlations were computed between occupational prestige scales in the United States, Great Britain, Germany, New Zealand and Japan. The resulting correlations, generally over 0.75, would seem to suggest that the occupational scale Blishen has prepared reflects the same variables which underlie prestige scales (1).

### III. DATA COLLECTION

An explanatory letter was sent to the superintendent of the Grande Prairie Public School System outlining the purposes of the study and requesting permission to administer the questionnaire to all high school students in the two public high schools. After permission was obtained, the writer travelled to that city to gather the data. Tests were distributed to the classrooms by the principals and no instructions beyond those on the papers were given. In addition to the questionnaires, information was gathered in separate interviews with the student council presidents.

### IV. THE SAMPLE

There were 368 student questionnaires completed. Of this group 230 were from the academic high school while 138 were from the vocational high school. Four of the questionnaires from the vocational school were eliminated from the analysis as they were judged to be unreasonable in their response patterns.



Table I presents a general view of the frequency distribution of the total sample in terms of grade and age. A chi square test dividing the council membership by grade level resulted in a chi square of 11.46 which is significant at better than the .01 level. Similarly, a chi square test was performed after dividing the council according to age and the resultant chi square of 5.86 was significant at better than the .02 level.

In the group 54 per cent of the sample were girls. Although Table III shows that about 60 per cent of the council members were girls, an examination of the second table reveals that in relation to the overall student body, the distribution of council offices more nearly approximated the sex distribution. A chi square test, dividing the council by sex, resulted in a chi square of 1.14 which fails to reach significance at even the .20 level.

## V. STATISTICAL TREATMENT

The object of this section is to review the statistical tests that have been used throughout the study.

Statistical tests may generally be classified as parametric or nonparametric. Both types involve a number of assumptions about the nature of the distribution of the variables in the population from which the samples are drawn. Parametric tests are generally used for interval or ratio data, make more demanding assumptions and as such are more powerful for any given size of sample. However, in experimental work, situations arise where either little is known about the population distributions or they depart appreciably from the normal







TABLE I  
FREQUENCY DISTRIBUTION OF SAMPLE BY AGE AND GRADE  
(N = 364)

Grade	Age in Years						Total
	Under 15	15	16	17	18	19	20, over
Ten	5	73	29	8	3	0	0
Eleven	0	12	57	30	8	1	0
Twelve	0	0	8	61	54	10	5
Total	5	85	94	99	65	11	5
							118
							108
							138
							364



TABLE II  
NUMBERS AND PERCENTAGES OF COUNCIL AND NON-COUNCIL  
MEMBERS BY SEX

Sex	Council	Per Cent	Non- Council	Per Cent
Male	17	10.12	151	89.88
Female	27	13.78	169	86.22
Total	44		320	

TABLE III  
NUMBERS AND PERCENTAGES OF COUNCIL MEMBERSHIP  
BY SEX

Sex	Council	Per Cent
Male	17	38.64
Female	27	61.36
Total	44	100.00





TABLE IV

FREQUENCY DISTRIBUTION ACCORDING TO GRADE LEVEL AND OFFICE HELD OF COUNCIL  
AND NON-COUNCIL MEMBERS  
(N = 364)

Office held	Grade 10	Grade 11	Grade 12
President	0	0	2
Vice President	0	1	2
Secretary	0	0	2
Treasurer	1	1	0
Sports Representative	0	1	1
Room Representative	4	6	10
Other Representative	0	1	1
Social Convenor	0	0	2
Any other position	1	3	4
No position	112	195	114
Total	118	108	138



distribution. In such cases nonparametric tests are more appropriately used (3, p.264; 5, p. 113). Nonparametric tests involve fewer assumptions about the parent distribution and the assumptions made are easier to satisfy in data situations. Thus nonparametric procedures can be used for data which is of nominal and ordinal nature.

Throughout the study to ensure maximum flexibility, alternative statistical techniques have been applied to the collected data. It should be noted that no arbitrary level has been set for the results of any test to reach significance.

#### Statistical tests used

"t" test. The "t" test is parametric and is used to test the significance of the difference between the means of any number of samples taken two at a time. It is based on four assumptions: (1) normality of distribution of the trait in the population (2) use of an interval scale of measurement (3) homogeneity of variance in the population, or homoscedasticity and (4) independence of observations.

"F" test. In the present study any difference in attitudes between council and non-council students may reflect itself not only in a mean difference between the two groups but also in a variance difference. Similarly, differences between the social class of the groups may be reflected in a variance difference. In testing the significance of differences between variances the null hypothesis  $H_0: \sigma^2 = \sigma^2 = \sigma^2$  is assumed. Where the assumption of equality of variance is untenable the Welsh method, which makes an adjustment in the number of degrees of freedom, has been used rather than the ordinary "t" test.

Mann-Whitney "U" Test. The Mann-Whitney "U" test may be used to





test whether two independent groups have been drawn from the same population. It is one of the most powerful of the nonparametric tests and is a most useful alternative to the parametric "t" test in instances, such as the present, where the measurement is weaker than interval scaling. It has been shown that as the sample size increases, the sampling distribution of "U" rapidly approaches the normal distribution (3, p. 121). The Mann-Whitney is chosen in preference to the median test as it is more powerful: it considers the rank value of each observation rather than simply its location with respect to the combined median and thus uses more of the information in the data. The Mann-Whitney test has been used in analyzing the same data as the "t" test: items making up the attitude scales and social class in relation to council membership.

Chi-square test for independence. When the data consist of frequencies in discrete categories the  $\chi^2$  test may be used to determine the significance of the differences between two independent groups. The measurement involved may be as weak as nominal scaling. The hypothesis tested is usually that the two groups differ with respect to some characteristic and therefore with respect to the relative frequency with which group members fall in categories.

Spearman's Rank Correlation Coefficient. Spearman's rank correlation coefficient ( $\rho$ ) is a variant of Pearson's product moment correlation. It is used where information in the form of ranks is available. In general the result is somewhat smaller than a Pearson correlation for the same data.

Multiple Correlation R. When one is interested in determining the





amount of correlation between a criterion variable and two or more predictor variables taken together, one is dealing with a problem involving multiple correlation. Usually the best predictors are those which are highly correlated with the criterion but to a minimal extent with each other. The present study has used multiple correlation and an extension of the concept to the multiple regression equation, which weights each variable in terms of its importance in making the desired prediction, to determine which items on the questionnaire are the best predictors of council membership.

## VI. SUMMARY

Chapter III has described the instrument used in the study and briefly considered some aspects of its validity and reliability. The constitution of the sample was then described. A brief review of the statistical tests used concluded the chapter.



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## CHAPTER IV

### ANALYSIS OF DATA

The 364 students who answered the questionnaire have, in the first seventeen items, expressed attitudes which may be able to be represented as one or more scales. Prior to modification for the present questionnaire, the items have proven scalable for one or more groups and thus one might expect that they would be scalable for the present group. The Guttman technique for scalogram analysis has been chosen to determine if the items scale for the group.

#### I. THE CONSTRUCTION OF THE POLITICAL ATTITUDE SCALES

A perfect Guttman scale based upon four items which have dichotomized responses would have the items arranged in such an order that if a respondent has answered one question affirmatively, he will answer the succeeding questions positively as well. The following figure illustrates this:

<u>Items</u>	<u>Assigned Score</u>
1 2 3 4	
+ + + +	4
- + + +	3
- - + +	2
- - - +	1
- - - -	0



The items, placed in such an order, permit us to predict that the individual who scores a plus (+) on the first item will also score plus (+) on the succeeding items. Another individual who scores minus (-) on the first item, but scores plus (+) on the second item will also score plus (+) on items 3 and 4. Nonscale patterns of the form (+ + + -), (+ - + -), (+ - - +), and the like, simply do not occur in a perfect scale. In actual practice the nonscale patterns do occur to some extent. Thus any respondent who does not reply to the statements in scale patterns is considered to have an "error" pattern. His error is recorded and he is then assigned to a "perfect" pattern. A scale of four dichotomous items will have  $2^4$  or 16 possible patterns, five of which will be "perfect" and the remaining eleven "errors." The percentage of "errors" in reproducing scale patterns is a fundamental measure in the Guttman technique as it is used to calculate the coefficient of reproducibility. It is this coefficient which gives the degree of predictability for the scale. The formula for the calculation of the coefficient of reproducibility is:

$$C. R. = 1 - \frac{\text{number of errors}}{\text{number of items} \times \text{number of respondents}}$$

In the construction of the scales, initially the frequencies of responses to the selected items are tabulated as in Tables V-VIII.

The technique that has been used in this study to construct the scales is the Cornell method as developed for use on the IBM counter-sorter (1). The advantages of this technique are speed and ease of scaling for the total sample.

For each of the sets of items to be scaled, responses were





TABLE V

FREQUENCY OF RESPONSES FOR CONTEMPT FOR PEOPLE SCALE ITEMS  
(N = 364)

Questionnaire Item	Agree Strongly	Agree Somewhat	Agree Slightly	Disagree Slightly	Disagree Somewhat	Disagree Strongly
Barnum was wrong when he said that there's a sucker born every minute.	65	78	49	34	63	75
Generally speaking, men won't work hard unless they are forced to do so.	35	84	40	25	97	83
It is safest to assume that all people have a vicious streak and it will come out when they are given a chance.	59	87	77	28	53	60
The biggest difference between most criminals and other people is that criminals are stupid enough to get caught.	37	26	30	37	52	182





TABLE VI

FREQUENCY OF RESPONSES FOR POLITICAL EFFICACY SCALE ITEMS  
(N = 364)

Questionnaire Item	Agree Strongly	Agree Somewhat	Agree Slightly	Disagree Slightly	Disagree Somewhat	Disagree Strongly
Voting is the only way that students like me can have any say about how the students' council runs things.	68	72	42	35	81	66
Sometimes students' council activities and business seem so complicated that a student like me can't really understand what's going on.	25	41	53	53	95	107
Students like me don't have any say about what the students' council does.	32	42	38	39	76	137
I don't think student council members care much what the students like me think.	19	43	39	45	86	132



TABLE VII

FREQUENCY OF RESPONSES FOR SENSE OF CITIZEN DUTY SCALE ITEMS  
(N = 364)

Questionnaire Item	Agree Strongly	Agree Somewhat	Agree Slightly	Disagree Slightly	Disagree Somewhat	Disagree Strongly
So many other students vote in the students' council elections that it doesn't matter much to me whether I vote or not.	12	11	13	30	58	240
It isn't so important to vote when you know your candidate doesn't have any chance to win in the students' council election.	8	6	5	14	43	288
A good many students' council elections aren't important enough to bother with.	14	15	30	29	82	194
If a person doesn't care how an election comes out he shouldn't vote in it.	111	61	39	41	47	65





TABLE VIII

FREQUENCY COUNT FOR ADORNO'S "F" ITEMS  
(N = 364)

Questionnaire Item	Agree Strongly	Agree Somewhat	Agree Slightly	Disagree Slightly	Disagree Somewhat	Disagree Strongly
The artist and professor are probably more important to society than the business man and the manufacturer.	11	28	32	42	83	168
The findings of science may someday show that many of our most deeply held beliefs are wrong.	121	122	53	24	22	22
Human nature being what it is, there must always be war and conflict.	109	88	46	26	46	49
People ought to pay more attention to new ideas even if they seem to go against the Canadian way of life.	130	119	66	21	17	11
What young people need most of all is strict discipline by their parents.	57	85	61	34	55	72



dichotomized to produce a suitable proportion in each category. The suggested criterion is to permit no more than 80 per cent of the respondents in the "easiest" item and no less than 20 per cent in the "most difficult" item.

In scaling, patterns were found that were not perfect; these error patterns were assigned scale scores according to the following assumptions:

- (1) It is assumed that there is a minimum error (e.g. the pattern + - - + would be assigned as a - - - +).
- (2) When error patterns can be assigned two different ways the pattern nearest the middle pattern is chosen, (e.g., + - + + could be assigned + + + + or - - + +. In this case the assignment would be to the latter type).
- (3) If the error pattern cannot be assigned to the middle pattern, then it is assigned to the type with the greatest frequency (e.g., the pattern - + - + could be either - - - - or + + + +, in which case the assignment is made to the type which has the greatest frequency)(1, pp. 518-520).

### Contempt for People Scale

Items and item order. The order which provided the most discrimination was as follows:

- (1) Barnum was wrong when he said that there's a sucker born every minute.
- (2) Generally speaking, men won't work hard unless they are forced to do so.
- (3) It is safest to assume that all people have a vicious streak and it will come out when they are given a chance.
- (4) The biggest difference between most criminals and other people is that criminals are stupid enough to get caught.

Cutting points. The item was scored negatively (-) if the response was in a "highly contemptuous" direction; while it was scored positively (+) if the response was in a "lowly contemptuous" direction. The following proportions resulted:





<u>Item number</u>	<u>Negative</u>	<u>Positive</u>
1	.82	.18
2	.52	.48
3	.40	.60
4	.25	.75

Coefficient of reproducibility. The coefficient of reproducibility for the four item scale was 90.5 per cent.

Political Efficacy Scale. The order which provided the greatest discrimination was as follows:

- (5) Voting is the only way that students like me can have any say about how the students' council runs things.
- (8) I don't think student council members care much what the students like me think.
- (7) Students like me don't have any say about what the students' council does.
- (6) Sometimes students' council activities and business seem so complicated that a student like me can't really understand what's going on.

Cutting points. The item was scored positively (+) if the response was in a "highly efficacious" direction; while it was scored negatively (-) if the response was in a "low efficacy" direction. This resulted in the following proportions:

<u>Item number</u>	<u>Positive</u>	<u>Negative</u>
5	.83	.17
8	.67	.33
7	.38	.62
6	.29	.71





Coefficient of reproducibility. The coefficient of reproducibility for the four item Political Efficacy Scale was 92.8 per cent.

#### Sense of Citizen Duty Scale

Items and item order. The order which provided the greatest discrimination was as follows:

- (10) It isn't so important to vote when you know your candidate doesn't have any chance to win in the students' council election.
- (9) So many other students vote in the students' council elections that it doesn't matter much to me whether I vote or not.
- (11) A good many students' council elections aren't important enough to bother with.
- (12) If a person doesn't care how an election comes out he shouldn't vote in it.

Cutting points. The item was scored positively (+) if the response was in the direction of "high sense of citizen duty" and it was scored negatively (-) if it was in a "low sense of citizen duty" direction. This resulted in the following proportions:

<u>Item number</u>	<u>Positive</u>	<u>Negative</u>
10	.79	.21
9	.66	.34
11	.47	.53
12	.18	.82

Coefficient of reproducibility. The coefficient of reproducibility for the four item Sense of Citizen Duty Scale was 94.2 per cent.

#### Adorno's "F" Items

Although a variety of cutting points were utilized, the lowest acceptable coefficient of reproducibility, 90 per cent, was not



obtained (2, p. 323). For the five items the largest obtained coefficient was 78 per cent. Thus the items did not form a scale for the sample of this study. The only further reference to these items is the report of results of tests on the individual items that was obtained using Mann-Whitney "U" tests and "t" tests. These results are reported in Appendix B.

### Implications of Scores

If a series of items has been shown to scale, then immediately there are a number of further advantages which accrue to the investigator. The first of these is that the score which a person obtains on the items is an accurate description of his attitude with respect to those items. It also means that persons who obtained the same score have responded similarly and could therefore be expected to be similar in the characteristics which the verbal responses might represent.

Table IX presents in summary form the distribution of the students' scale scores.

In designing the questionnaire it was assumed that responses to the Political Efficacy, Sense of Citizen Duty and Contempt for People Scales were all indicative of attitudes toward the political process. Table X examines the relation of the political efficacy scores to the sense of citizen duty scores. The obtained Spearman rho correlation coefficient of .18 is significant at the .05 confidence level. However, when political efficacy scores were related to contempt for people scores in Table XI, the resulting rho of -0.05 was not significant. A Spearman rho of -0.04 between sense of citizen duty and contempt





TABLE IX  
FREQUENCY DISTRIBUTION OF STUDENTS' SCALE SCORES

Scale Score	Contempt for People		Political Efficacy		Sense of Citizen Duty	
	N	%	N	%	N	%
0	28	7.69	49	13.46	53	14.56
1	97	26.65	60	16.48	33	9.07
2	104	28.57	126	34.62	88	24.18
3	95	26.10	76	20.88	145	39.83
4	<u>40</u>	<u>10.99</u>	<u>53</u>	<u>14.56</u>	<u>45</u>	<u>12.36</u>
Total	364	100.00	364	100.00	364	100.00



for people items also was not significant at the .05 level of confidence. These results suggest that while the political efficacy scores are related to the sense of citizen duty scores, the contempt for people scores bear no direct relation to either of these.

Table XII presents an intercorrelation matrix for the scale items. From the table it would appear that the first four items which make up the Contempt for People Scale are not highly correlated with any of the items in the other two scales. This result is in accord with that obtained above using Spearman's rho. Both within and between the Political Efficacy Scale and the Sense of Citizen Duty Scale there are a number of significant correlations. The highest correlation was obtained between "Students like me don't have any say about what the students' council does" and "I don't think student council members care much what the students like me think." The latter of these items was significantly correlated at the .01 level of confidence with two of the sense of citizen duty items and at the .05 level with a third. The correlation with the fourth item just failed to reach significance at the .05 level. Within the Sense of Citizen Duty Scale, "So many other students vote in the students' council elections that it doesn't matter much to me whether I vote or not" was correlated at the .01 level with "It isn't so important to vote when you know your candidate doesn't have any chance to win in the students' council election" and also with "A good many students' council elections aren't important enough to bother with." The direction of the significantly correlated items between the Political Efficacy and Sense of Citizen Duty Scales indicates that an individual who feels highly efficacious is also



TABLE X

RELATION OF POLITICAL EFFICACY SCORES TO SENSE OF CITIZEN DUTY SCORES

Sense of Citizen Duty Scores	Political Efficacy Scale Scores				
	0	1	2	3	4
0	11%	30%	43%	8%	8%
1	15	27	33	18	7
2	11	15	30	31	13
3	17	13	36	19	15
4	7	7	31	29	26

Note: Spearman's  $\rho = 0.18$  d.f. = 362 Significant at .05 level





TABLE XI

RELATION OF POLITICAL EFFICACY SCORES TO CONTEMPT FOR PEOPLE SCORES

Contempt for People Scores	Political Efficacy Scale Scores				
	0	1	2	3	4
0	4%	15%	40%	23%	18%
1	13	22	26	29	10
2	5	34	28	24	9
3	9	24	32	30	5
4	10	29	17	27	17

Note: Spearman's rho = -0.05 N.S.



TABLE XII

INTERCORRELATION MATRIX: SCALE SCORES  
(N = 364)

Questionnaire Number	1	2	3	4	5	6	7	8	9	10	11	12
1	1.00	.00	.02	.03	.05	.08	.01	.04	.02	.04	.01	.02
2		1.00	.14	.14	.14	.13	.00	.07	.12	.07	.16 <sup>a</sup>	.08
3			1.00	.12	.09	.05	.09	.09	.11	.13	.08	.08
4				1.00	.13	.03	.07	.10	.02	-.02	.08	-.04
5					1.00	.12	.16 <sup>a</sup>	.08	.09	.00	.00	.03
6						1.00	.24 <sup>b</sup>	.20 <sup>a</sup>	.12	.08	.16 <sup>a</sup>	.00
7							1.00	.49 <sup>b</sup>	.33 <sup>b</sup>	.19 <sup>a</sup>	.15	.13
8								1.00	.26 <sup>b</sup>	.18 <sup>a</sup>	.25 <sup>b</sup>	.15
9									1.00	.39 <sup>b</sup>	.40 <sup>b</sup>	.10
10										1.00	.30 <sup>b</sup>	.11
11											1.00	.15
12												1.00

<sup>a</sup>Significant at .05 level of confidence<sup>b</sup>Significant at .01 level of confidence





likely to feel a high sense of citizen duty. That is, a feeling that one can affect the political process is associated with a feeling that it is worthwhile to participate in the political process. It is interesting to note that if one desired to gain an indication of a student's attitude toward the political process using only one item, the best item to use would be "A good many students' council elections aren't important enough to bother with." This item correlated significantly at the .05 level with five other items.

## II. SUMMARY OF CHAPTER IV

Chapter IV presented the basic concepts of Guttman scaling and applied them to the items in the first section of the questionnaire. Three groups of items were found to be scalable. The scales formed were Contempt for People, Political Efficacy and Sense of Citizen Duty. "F" items failed to scale and were subsequently deleted from the study.

An intercorrelation matrix revealed a low correlation among the items of the Contempt for People Scale. However, higher intercorrelations were evident among the items of the Political Efficacy and Sense of Citizen Duty Scales. An alternative method of analysis using Spearman's rho confirmed this result. Thus a feeling that one is politically efficacious is seen to be associated with a feeling that one ought to participate in the political process.



## REFERENCES FOR CHAPTER IV

1. Ford, R. N. "A Rapid Scoring Procedure for Scaling Attitude Questions," Public Opinion Quarterly, XV: 501-532.
2. Torgerson, Warren S. Theory and Methods of Scaling. New York: John Wiley and Sons Inc., 1958.



## CHAPTER V

### TESTING THE HYPOTHESES

#### Testing Hypothesis One

The first hypothesis was that the social class of student council members would be higher than that of non-members. In order to obtain a measure of social class, students were asked to respond to the question: "What job does your father have?" Responses were categorized according to the seven social classes provided in the Blishen Scale. The resulting frequency distribution is presented in Table XIII.

TABLE XIII

#### FREQUENCY DISTRIBUTION OF SOCIAL CLASS BY COUNCIL MEMBERSHIP

Council Membership	Social Class Category							Total
	1	2	3	4	5	6	7	
Member	1	20	4	3	7	7	1	43
Non-Member	<u>15</u>	<u>39</u>	<u>26</u>	<u>15</u>	<u>131</u>	<u>48</u>	<u>29</u>	<u>303</u>
Total	16	59	30	18	138	55	30	346





In the analysis, eighteen of the three hundred and sixty-four responses were not included as they listed the father's occupation as "retired" or "deceased." Means and standard deviations were computed for the social classes of council and non-council members. The mean social class for council members was 3.47 with a standard deviation of 1.70 while for non-council students the mean social class was 4.55 with a standard deviation of 1.64. A "t" test of the significance of the differences of means between the two groups indicated a "t" of 4.03 with 345 degrees of freedom which was significant at the .0001 level (two-tailed). These results are presented in Table XIV. According to the "F" test there was no significant difference between variances for the two groups. As might be expected, the Mann-Whitney "U" test applied to the same data resulted in a "U" of 4708.5 with a "Z" of -3.684 which was significant at the .0002 level (two-tailed). This result confirms that obtained with the "t" test.

Further insight into the importance of social class as a predictor of council membership was obtained using a multiple regression analysis. This technique takes into account the intercorrelations among the independent variables which account for the greatest amount of variation in the dependent variable. Table XV reports the results of applying multiple regression analysis techniques to the data with council membership acting as the dependent variable. Social class appears as the best single predictor of council membership, although it should be noted that this variable accounted for only about 4 per cent of the total variance.



TABLE XIV

TEST OF THE SIGNIFICANCE OF THE DIFFERENCES OF MEANS BETWEEN STUDENT COUNCIL MEMBERS AND  
NON-MEMBERS ON SOCIAL CLASS  
(N = 346)

Questionnaire Item	Council Mean	Council S.D.	Non-council Mean	Non-council S. D.	Value of "t"	d.f.	Level of Significance
What job does your father have? (Responses categorized using Blisshen Scale)	3.47	1.70	4.55	1.64	4.03	345	.0001





TABLE XV  
RESULTS OF REGRESSION ANALYSIS: COUNCIL MEMBERSHIP<sup>1</sup>

Order of Entry in Regression Analysis	Variable	Computed R	t	Cumulative Per Cent. of Variance Accounted for by R
1	Social Class	.21	-	4.32
2	Political Efficacy (7)	.29	16.3 <sup>a</sup>	8.45
3	School Club Exec. Member	.35	14.8 <sup>a</sup>	12.07
4	Voluntary Organizations	.37	6.7 <sup>a</sup>	13.69
5	Contempt Item (1)	.38	4.7 <sup>a</sup>	14.81
6	Political Efficacy (6)	.39	2.5 <sup>b</sup>	15.40
7	Adorno "F" Item (17)	.40	1.9	15.85

<sup>a</sup>Item significant at .01 level of confidence

<sup>b</sup>Item significant at .05 level of confidence

<sup>c</sup>Item just failed to reach significance at .05 level of confidence

<sup>1</sup>Complete results of regression analysis are presented in Appendix C



The above results support the hypothesis that social class for the council members is higher than that of the non-members.

### Testing Hypothesis Two

The second hypothesis stated that "council members express a more favorable attitude toward the political process as tested by scales of political efficacy, sense of citizen duty and contempt for people." In order to test this hypothesis students were presented with items modified from these scales. The items were then Guttman scaled for the sample as described earlier.

In order to determine if any relationship existed between the scale scores and council membership, frequency distributions of the scale scores were tabulated for these two groups. The resultant distributions are presented in Tables XVI, XVII, and XVIII. An inspection of Table XVII shows that over half of the 44 student council members ranked in the two highest scale scores on the political efficacy items while only about one-fifth were in the lowest two categories. This suggests that the council members felt more efficacious than the rest of the student body. A Mann-Whitney "U" test, reported in Table XIX, revealed a difference significant at higher than the .01 level between the two groups on the political efficacy scale scores. For the Contempt for People Scale the obtained probability was approximately .22 and for the Sense of Citizen Duty Scale it was about .36.

An item by item analysis of the scales was carried out in order to obtain more detailed information about student attitudes toward the political process.



TABLE XVI

FREQUENCY DISTRIBUTION OF CONTEMPT FOR PEOPLE SCALE SCORES BY  
COUNCIL MEMBERSHIP

Council Membership	Contempt for People Scale Scores				
	0	1	2	3	4
Member	3	14	12	13	2
Non-Member	<u>25</u>	<u>83</u>	<u>92</u>	<u>82</u>	<u>38</u>
Total	28	97	104	95	40

TABLE XVII

FREQUENCY DISTRIBUTION FOR POLITICAL EFFICACY SCALE SCORES BY  
COUNCIL MEMBERSHIP

Council Membership	Political Efficacy Scale Scores				
	0	1	2	3	4
Member	5	4	11	11	13
Non-Member	<u>43</u>	<u>56</u>	<u>115</u>	<u>67</u>	<u>39</u>
Total	48	60	126	78	52





TABLE XVIII

FREQUENCY DISTRIBUTION FOR SENSE OF CITIZEN DUTY SCALE SCORES BY  
COUNCIL MEMBERSHIP

Council Membership	Sense of Citizen Duty Scores				
	0	1	2	3	4
Member	7	1	11	21	4
Non-Member	<u>46</u>	<u>32</u>	<u>77</u>	<u>124</u>	<u>41</u>
Total	53	33	88	145	45

TABLE XIX

MANN-WHITNEY "U" TESTS OF DIFFERENCES BETWEEN COUNCIL AND NON-COUNCIL  
MEMBERS

Scale	U	Z	Probability Level (one-tail)
Contempt for People	6551.5	-0.771	.2206
Political Efficacy	5338.0	-2.684 <sup>a</sup>	.0037
Sense of Citizen Duty	6820.5	-0.350	.3632

<sup>a</sup>Significant at .01 level of confidence



In Table XX means, standard deviations and "t" tests are presented for the items on the Contempt for People Scale. For all items means for council were higher than for non-council students. Exact probabilities are presented for the values of "t"; these range from about .10 for "Barnum was wrong when he said that there's a sucker born every minute" to about .92 for "Generally speaking, men won't work hard unless they are forced to do so." The Mann-Whitney "U" tests reported in Table XXI confirmed these results with probability levels ranging from .11 to .89.

Table XXII shows that, as was the case for contempt for people items, all four political efficacy items had means that were higher for council than for non-council students. Furthermore, on the Political Efficacy Scale the items "Sometimes students' council activities and business seem so complicated that a student like me can't really understand what's going on," "Students like me don't have any say about what the students' council does," and "I don't think student council members care much what the students like me think" were significant at the .01 level. The other item, "Voting is the only way that students like me can have any say about how the students' council runs things" had a value of "t" that was significant at about the .31 level. As might be expected from the results of other situations where the Mann-Whitney "U" test was used, the probabilities were near .01 for the same three items, while for the other item it was approximately .29. These results are presented in Table XXIII.





TABLE XX

TESTS OF SIGNIFICANCE OF THE DIFFERENCES OF MEANS BETWEEN STUDENT COUNCIL MEMBERS AND NON-MEMBERS  
ON CONTEMPT FOR PEOPLE ITEMS  
(N = 364)

Questionnaire Item	Council Mean	Council S.D.	Non-Council Mean	Non-Council S.D.	Value of "t"	d.f.	Level of Significance
Barnum was wrong when he said that there's a sucker born every minute.	3.91	1.64	3.43	1.84	1.64	362	.102
Generally speaking, men won't work hard unless they are forced to so so.	3.89	1.57	3.86	1.77	.10	362	.924
It is safest to assume that all people have a vicious streak and it will come out when they are given a chance.	3.57	1.80	3.26	1.70	1.11	362	.269
The biggest difference between most criminals and other people is that criminals are stupid enough to get caught.	4.86	1.71	4.58	1.75	1.02	362	.311



TABLE XXI

MANN-WHITNEY "U" TESTS OF DIFFERENCES BETWEEN COUNCIL AND NON-COUNCIL MEMBERS  
(N = 364)

Questionnaire Item	U	Z	Level of Significance
Barnum was wrong when he said that there's a sucker born every minute.	6007.5	-1.604	.110
Generally speaking, men won't work hard unless they are forced to do so.	6952.5	-0.137	.889
It is safest to assume that all people have a vicious streak and it will come out when they are given a chance.	6413.0	-0.976	.327
The biggest difference between most criminals and other people is that criminals are stupid enough to get caught.	6227.0	-1.333	.183



Finally, results of "t" tests for the items on the Sense of Citizen Duty Scale are presented in Table XXIV and "U" test results are provided by Table XXV. The pattern of greater means for council members is apparent in Table XXIV. Thus the pattern holds for all three scales being examined. Significance levels for the "t" test ranged from .00 for the item "So many other students vote in the students' council elections that it doesn't matter much to me whether I vote or not" to about .43 for "If a person doesn't care how an election comes out he shouldn't vote in it." The Mann-Whitney "U" test results were similar except in the case of the item "It isn't so important to vote when you know your candidate doesn't have any chance to win in the students' council election." However, since neither result was highly significant the difference makes little change in the over-all results. Possibly the Mann-Whitney result should be accepted in preference to the "t" test finding as the "t" test assumption of an interval scale was not met in the data.

In brief interviews with both the president of the Grande Prairie High School and the Grande Prairie Vocational School, the opinion was expressed that all students could influence the student council if they wished to do so. However, the non-council members did not feel as efficacious as these presidents when one examines their political efficacy scale responses. Both presidents mentioned that council members were very willing to voice their opinions on council matters but that the student council was, in the words of one president, "not very close to the students." The other president stated that while some non-council students voiced opinions on what the council should





TABLE XXII

TESTS OF SIGNIFICANCE OF THE DIFFERENCES OF MEANS BETWEEN STUDENT COUNCIL MEMBERS AND NON-MEMBERS ON POLITICAL EFFICACY ITEMS  
(N = 364)

Questionnaire Item	Council Mean	Council S.D.	Non-Council Mean	Non-Council S.D.	Value of "t"	d.f.	Level of Significance
Voting is the only way that students like me can have any say about how the students' council runs things.	3.77	2.08	3.48	1.77	1.01	362	.314
Sometimes students' council activities seem so complicated that a student like me can't really understand what's going on.	4.93	1.42	4.15	1.60	3.07	362	.002
Students like me don't have any say about what the student council does.	5.32	1.04	4.23	1.75	5.89 <sup>a</sup>	81 <sup>b</sup>	.000
I don't think student council members care much what the students like me think.	5.00	1.30	4.39	1.61	2.85 <sup>a</sup>	63 <sup>b</sup>	.005

<sup>a</sup>Values of "t" are Welch approximations.

<sup>b</sup>Degrees of freedom are adjusted by Welch formula.



TABLE XXIII

MANN-WHITNEY "U" TESTS OF DIFFERENCES BETWEEN COUNCIL AND NON-COUNCIL MEMBERS ON  
POLITICAL EFFICACY ITEMS  
(N = 364)

Questionnaire Item	U	Z	Level of Significance
Voting is the only way that students like me can have any say about how the students' council runs things.	6358.0	-1.060	.289
Sometimes students' council activities and business seem so complicated that a student like me can't really understand what's going on.	4938.0	-3.289	.001
Students like me don't have any say about what the students' council does.	4510.5	-4.002	.001
I don't think student council members care much what the students like me think.	5512.5	-2.415	.016





TABLE XXIV

TESTS OF SIGNIFICANCE OF THE DIFFERENCES OF MEANS BETWEEN STUDENT COUNCIL MEMBERS AND NON-MEMBERS  
ON SENSE OF CITIZEN DUTY ITEMS  
(N = 364)

Questionnaire Item	Non-Council Mean	Non-Council S.D.	Non-Council Mean	Non-Council S.D.	Value of "t"	d.f.	Level of Significance
So many other students vote in the students' council elections that it doesn't matter much to me whether I vote or not.	5.66	0.82	5.23	1.31	2.97 <sup>a</sup>	77 <sup>b</sup>	.003
It isn't so important to vote when you know your candidate doesn't have any chance to win in the students' council election.	5.70	0.62	5.58	1.05	1.11 <sup>a</sup>	81 <sup>b</sup>	.268
A good many students' council elections aren't important enough to bother with.	5.39	1.07	4.96	1.42	2.37 <sup>a</sup>	66 <sup>b</sup>	.019
If a person doesn't care how an election comes out he shouldn't vote in it.	3.34	1.82	3.10	1.91	0.79	362	.432

<sup>a</sup>Values of "t" are Welch approximations.

<sup>b</sup>Degrees of freedom are adjusted by Welch formula.



TABLE XXV

MANN-WHITNEY "U" TESTS OF DIFFERENCES BETWEEN COUNCIL AND NON-COUNCIL MEMBERS  
ON SENSE OF CITIZEN DUTY ITEMS  
(N = 364)

Questionnaire Item	U	Z	Level of Significance
So many other students vote in the students' council elections that it doesn't matter much to me whether I vote or not.	5840.0	-2.178	.029
It isn't so important to vote when you know your candidate doesn't have any chance to win in the students' council election.	6977.0	-0.136	.889
A good many students' council elections aren't important enough to bother with.	6016.0	-1.711	.089
If a person doesn't care how an election comes out he shouldn't vote in it.	6548.0	-0.076	.441





be doing, there were many students who did not in fact feel that they were important or influential in council affairs. Apathy appeared to be strongest in the vocational school and this impression was borne out by tabulating the number of extracurricular activities so as to obtain an average for each school. Students in the academic school belonged to an average of 1.34 voluntary organizations more than the students did in the vocational school.

In summary it can be said that in so far as the differences reported on the scales and on the individual scale items represent differing attitudes, and if a higher mean on an item or scale may be taken to represent a more favorable attitude toward the political process, then the second hypothesis may be accepted. The interviews with the presidents of the two councils also tended to support the hypothesis. It is also interesting to notice that the results of the regression analysis, Table XV page 56, show that of the predictors tested, two of the top six were political efficacy items while a third item came from the Contempt for People Scale.

### Testing Hypothesis Three

In this sub-section the related hypotheses 3 and 3.1 will be examined. The third hypothesis stated that "there is a greater proportion of council members who participate in voluntary organizations than non-members." Three questions were designed to test this hypothesis and two further questions delved into the relation between executive membership in voluntary organizations other than the student council and council membership.





The first question relative to hypothesis three asked whether the student participated in any extracurricular activities. There were 279 students who listed themselves as participants while 85 said that they did not participate. In Table XXVI participation has been divided according to council membership, proportions have been calculated, and a chi-square test has been performed to determine the confidence level. The resulting chi square of 6.63 is significant at the .01 level. This means that a significantly greater proportion of council members were participants in extracurricular activities than was the case for non-members.

The second question dealt with membership on a team that takes part in competitions with other schools. Again, in Table XXVI, the frequencies and proportions are provided. Of the 110 students that were members of teams that competed with other schools, 18 were council members and 92 were not members. The chi-square test yielded a value of 2.72 which is significant at the .10 level. Thus there are about 10 chances in 100 that a chi-square value as large as 2.72 could occur by chance.

In the area of clubs that function apart from the school, Table XXVI shows that of the 222 students who belonged to such clubs 30 were on council and 192 were not. The chi square of 1.09 is significant at the .30 level.

It might be expected that more executive members of both clubs within the school and of clubs not connected with the school would be council members than would be the case for the rest of the student group. This does not appear to be the case for clubs outside the



TABLE XXVI

## CHI SQUARE TESTS FOR ITEMS RELATED TO MEMBERSHIP IN VOLUNTARY ORGANIZATIONS

Questionnaire Item	Response Category	Frequency		Proportion		Chi Square
		Council	Non-Council	Council	Non-Council	
Do you participate in any extracurricular activities?	Yes	41	238	.15	.85	6.63 <sup>a</sup>
	No	3	82	.04	.96	
Are you a member of a team that takes part in competition with other schools?	Yes	18	92	.16	.84	2.72 <sup>b</sup>
	No	26	228	.10	.90	
Are you a member of any club or activity that is not connected with the school?	Yes	30	192	.14	.86	1.09
	No	14	128	.10	.90	
Are you a member of the executive of any club or activity that is not connected with the school?	Yes	12	73	.14	.86	0.43
	No	32	247	.11	.89	
Are you a member of the executive of any school club?	Yes	15	40	.27	.73	14.06 <sup>c</sup>
	No	29	280	.09	.91	
If you take part in extracurricular activities list all activities which you are active in during the present year.	3 or more	23	80	.21	.79	9.97 <sup>a</sup>
	less than 3	21	240	.09	.91	

<sup>a</sup>Significant at .01 level    <sup>b</sup>Significant at .10 level    <sup>c</sup>Significant at better than .001 level





school as the chi-square value of 0.43, reported in Table XXVI, could be expected to occur more than fifty times out of a hundred by chance. However, in the case of school clubs over half the council members were on school club executives while only one-seventh of the non-council students held such positions. The obtained chi-square value of 14.06 is significant at greater than the .001 level of confidence. This result strongly implies that council members are students who also occupy other leadership positions. Reference to Table XV on page 56 shows that in terms of all the predictors used, membership on the executive of a school club was the third best predictor of council membership.

Hypothesis 3.1 represents an extension of the third hypothesis as it states that council members will be the students who are participants in at least three extracurricular activities; that they will be active in more activities than non-members. The basis of dividing participation into the categories of three or more and under three was the Presthus study of community power in "Edgewood" and "Riverview"(1). The frequency distribution for this item in Table XXVI shows that in the category of 3 or more activities there were 23 council and 21 non-council students while in the less than 3 activities group there were 21 council, representing less than half the council membership, and 240 non-council, representing a full three quarters of the total non-council students. The chi-square value of 9.97 is significant at the .01 level. Table XV, page 56, shows that participation (as divided above) provides the fourth best predictor of council membership.



### Additional Analysis

As the data was available, a number of different tests were carried out other than those previously mentioned. The responses were mechanically sorted according to the school the student attended and scale scores were then used as a measure of political attitude. It was found that no significant attitudinal difference existed between the two schools.

Responses were then re-sorted according to sex and council membership. Sex differences did not emerge as important in determining council membership; the chi square of 1.14 was significant at the .30 level. Attitudes were then examined for a sex difference. Using Mann-Whitney "U" tests and "t" tests for each item on the scales, the only item to attain significance at the .05 level was "If a person doesn't care how an election comes out he shouldn't vote in it." Such a result might be a chance occurrence as, if twenty items are analyzed, one will be significant at the .05 level by chance alone.

### SUMMARY OF CHAPTER V

The social class hypothesis was strongly supported in the analysis of the data. The multiple regression analysis showed social class to be the single best predictor of those tested.

The second hypothesis, which stated that council members would express a more favorable attitude toward the political process than non-members, while accepted was not as strongly supported. Differences in scale scores were all in the hypothesized direction but only the Political Efficacy Scale differentiated strongly between the two groups.

The third hypothesis which dealt with membership in voluntary



organizations was accepted as the result was significant at the .01 level. The sub-hypothesis that council members would be the students who would join several organizations and that non-council members would join fewer organizations was also strongly supported.

Additional analysis failed to reveal any significant attitudinal difference between the vocational and academic high school. Nor was there a significant difference in attitude between sexes in the area of the political processes.





## REFERENCES FOR CHAPTER V

1. Presthus, Robert. Men at the Top. New York: Oxford University Press, 1964.



## CHAPTER VI

### SUMMARY, IMPLICATIONS AND RECOMMENDATIONS

This study was designed for the purpose of investigating the relationship between selected variables and student council membership. The instrument included items modified from attitude scales as well as a number of general questions relative to student participation in school and non-school activities. In this concluding chapter the main features of the investigation are summarized and some possible implications for the school administrator and recommendations for further research are also included.

#### I. SUMMARY OF THE STUDY

In the development of a background theoretical model, examples of research related to student councils were presented and also consideration was given to research in the behavioral sciences broadly dealing with attitudes toward the political process, with participation in voluntary organizations and with the relation of social class to leadership. It was evident from the sources surveyed that a favorable attitude toward the political process tended to be associated with a high level of political participation, although this was not the case in one of the studies cited. Further, it appeared that those who participated in a number of voluntary organizations tended to be the people who occupied leadership positions. Social class was seen to be an important factor in determining both the likelihood of participation in the political process and the chances of success in obtaining an





elected office.

These findings were used in developing the conceptual model which provided the basis for the present study. It was theorized that membership on the executive of the students' union would be associated with a favorable attitude toward the political process, a high social class and membership in a number of voluntary organizations.

The sample used in the study designed to test the above theoretical approach consisted of 368 students from the Grande Prairie High and Vocational Schools. Questionnaires were completed by all students in attendance at the time of the administration of the instrument. The data were coded and punched on IBM cards for mechanical sorting and computer processing.

The social class hypothesis was tested using the Blishen Scale as the basis for categorizing the students. Both a "t" test and a Mann-Whitney "U" test provided results which strongly supported the hypothesis. A multiple regression analysis found that social class accounted for more of the variance associated with council membership than any other single variable.

In order to test the second hypothesis which stated that council members express a more favorable attitude toward the political process than non-members; political efficacy, sense of citizen duty, contempt for people and "F" items were Guttman scaled. The first three groups of items satisfied the requirements for scalogram analysis while the "F" items failed to do so and were subsequently discarded from the study. The Sense of Citizen Duty and Political Efficacy Scales were



found to be significantly related to each other but neither was related to the Contempt for People Scale. This suggests that the Contempt for People Scale may not be related to attitudes toward the political process. While a regression analysis showed that two of the Political Efficacy Scale items were among the seven best predictors, the Sense of Citizen Duty Scale failed to differentiate between council and non-council students. A Mann-Whitney "U" test confirmed the value of the items on the Political Efficacy Scale and again showed that the Sense of Citizen Duty Scale items did not differentiate between the two groups. Interviews with the two student union presidents revealed that they felt highly efficacious and had a favorable attitude toward the political process.

The results of testing the final hypothesis strongly suggested that a greater proportion of council members were participants in voluntary organizations associated directly with the school but this relationship was not evident for clubs not connected with the school. An examination of questionnaires for those students who were participants in a number of activities indicated that such students were represented on council to a far greater extent than their numbers would suggest. When executive membership on school clubs was examined, it was evident that there was a significant relationship between such membership and office holding.





## II. IMPLICATIONS

The findings of this investigation are of potential significance to the practicing administrator. Given the association between social class and office holding it is evident that the student' council is not a broadly representative institution. The administrator, in the light of this finding, might well examine the purposes which he believes that the council should serve. There would appear to be a need to examine what is being done in the area of student government and why. This leads to a consideration of the philosophy of education to which the administrator subscribes. The nature and role of the student council provides an area in which philosophical analysis could be utilized to provide an analysis of the concepts, statements, arguments, methods and theories which are found in the literature and thinking on student government.

There is a need for research on student councils that is based on theories which are not merely statements of what some individual believes ought to be but rather are descriptive theories which can give rise to empirical predictions which can be confirmed in experience. Unfortunately, until educators feel a need to examine critically what they are in fact accomplishing when they set up systems of student government, they will be prescribing functions which they desire but will remain oblivious to the actual functioning of the council as an institution furthering democratic principles. Thus although many educators firmly state that student councils are providing training for all students in the operation of democracy; in actuality, as





was indicated in the present study, the council may be a narrowly constituted body which is unrepresentative of the student body as a whole. The feeling of a large group of students that they cannot influence the political process may partially account for a feeling of apathy toward the council and its activities.

If the administrator subscribes to a philosophy of education which believes in the worth of every individual, then it would appear that restrictions placed on office holding should be minimal. In discussing pragmatist values and education Kneller states:

Only a democracy permits the expression of all points of view and the establishment of free consensus. Hence in the pragmatist view, democracy and intelligence imply each other. Only within a democratic environment can intelligence attain the freedom of thought and action that, ideally, it requires. The school should actively foster the democratic spirit and allow its students as much scope as possible for governing themselves (2, p. 50).

Broudy has expressed his views on the worth of the individual:

It may well be that the school can contribute most to the success of the pupil in affectional associations by (1) treating each pupil as a valid personality and (2) adjusting the demands of the learning task to what the pupil can reasonably be expected to accomplish ( 1, p. 178).

If the administrator supports an existentialist viewpoint with its emphasis on self-realization of the individual, then restrictions on office holding would be minimal.

As attitudes toward the political process have become established by the time that students reach high school then provision for teaching the worth and value of every individual should be included in the elementary and junior high school grades.

The above statements refer only to the sample considered in the



investigation reported and generalization of the statements should await further research.

### III. RECOMMENDATIONS FOR FURTHER STUDY

A refinement and extension of the attitude scales based on a wider sample would, in all probability, increase the ability of the instrument to differentiate between council and non-council students. Conclusions would have more general application if further studies were based on a wider sample.

The fact that the multiple R obtained for the seven best items in the present study was only .40 suggests the possibility of considering other variables such as personality factors.

A longitudinal study might be able to determine the approximate age at which political attitudes are formed and might also determine if certain factors increase or diminish in importance during the selection process with differing age groups.

Finally, a longitudinal study of leadership positions occupied by former student council members in later life would prove worthwhile.





## REFERENCES FOR CHAPTER VI

1. Broudy, Harry S. Building a Philosophy of Education. Englewood Cliffs: Prentice-Hall, 1961.
2. Kneller, George F. Introduction to the Philosophy of Education. New York: John Wiley and Sons, Inc., 1957.



APPENDIX A  
STUDENT QUESTIONNAIRE



## ALBERTA HIGH SCHOOL STUDY

Instructions: Do not put your name on this questionnaire booklet nor on the answer sheet which accompanies it.

### SECTION I

The following questions have been asked a large number of high school students throughout the country. They are all matters of OPINION; there are no right or wrong answers. We simply want to compare the replies made to them by students in this school with replies from students elsewhere.

Please read each item carefully. Then indicate your reply by placing the code in the appropriate space. Please give your opinion on EVERY statement. Do not worry over individual items. It is your first impression, the immediate "feeling" about each statement that we want.

Please use the following code for questions 1 - 17.

- 1 Agree strongly
- 2 Agree somewhat
- 3 Agree slightly
- 4 Disagree slightly
- 5 Disagree somewhat
- 6 Disagree strongly

### STATEMENTS:

- 1. Barnum was wrong when he said that there's a sucker born every minute.
- 2. Generally speaking, men won't work hard unless they are forced to do so.
- 3. It is safest to assume that all people have a vicious streak and it will come out when they are given a chance.
- 4. The biggest difference between most criminals and other people is that criminals are stupid enough to get caught.
- 5. Voting is the only way that students like me can have any say about how the students' council runs things.
- 6. Sometimes students' council activities and business seem so complicated that a student like me can't really understand what's going on.
- 7. Students like me don't have any say about what the students' council does.





8. I don't think student council members care much what the students like me think.
9. So many other students vote in the students' council elections that it doesn't matter much to me whether I vote or not.
10. It isn't so important to vote when you know your candidate doesn't have any chance to win in the students' council election.
11. A good many students' council elections aren't important enough to bother with.
12. If a person doesn't care how an election comes out he shouldn't vote in it.
13. The artist and professor are probably more important to society than the business man and the manufacturer.
14. The findings of science may someday show that many of our most deeply held beliefs are wrong.
15. Human nature being what it is, there must always be war and conflict.
16. People ought to pay more attention to new ideas even if they seem to go against the Canadian way of life.
17. What young people need most of all is strict discipline by their parents.

SECTION II: GENERAL INFORMATION (Use code as indicated)

18. Do you hold a position on the students' council:
 

Use code
1 Yes
2 No
19. If you hold a position, what position is it?
 

Use code
1 No position
2 President
3 Vice-President
4 Secretary
5 Treasurer
6 Sports Rep.
7 Room Rep.
8 Other Rep.
9 Social Convenor
10 Any other position
20. Do you participate in any extracurricular activities?
 

Use code
1 Yes
2 No



21. If you take part in extracurricular activities list all activities which you are active in during the present school year
- Write them on the space provided by #21 on the Answer Sheet
22. Are you a member of a team that takes part in competitions with other schools?
- Use code  
1 Yes  
2 No
23. What job does your father have?
- Write the occupation in the space provided on the answer sheet. e.g. purchasing agent
24. Do you travel to school by bus?
- Use code  
1 Yes  
2 No
25. Are you a member of any club or activity that is not connected with the school?
- Use code  
1 Yes  
2 No
26. Are you a member of the executive of any club or activity that is not connected with the school?
- Use code  
1 Yes  
2 No
27. Are you the member of the executive of any school club?
- Use code  
1 Yes  
2 No
28. Your sex
- Use code  
1 Male  
2 Female
29. What grade are you in?
- Use code  
1 grade ten  
2 grade eleven  
3 grade twelve
30. Age last birthday
- \_\_\_\_\_ years





APPENDIX B  
SIGNIFICANCE TESTS "F" ITEMS



TABLE XXVII

TESTS OF SIGNIFICANCE OF THE DIFFERENCES OF MEANS BETWEEN STUDENT COUNCIL MEMBERS AND NON-MEMBERS  
ON ADORNO'S F ITEMS  
(N = 364)

Questionnaire Item	Council Mean	Council S.D.	Non-Council Mean	Non-Council S.D.	Value of t	d.f.	Level of Significance
The artist and the professor are probably more important to society than the businessman and the manufacturer.	4.73	1.42	4.83	1.44	0.45	362	.654
The findings of science may someday show that many of our most deeply held beliefs are wrong.	2.64	1.58	2.33	1.43	1.30	362	.193
Human nature being what it is, there must always be war and conflict.	2.77	1.62	2.90	1.81	0.45	362	.652
People ought to pay more attention to new ideas even if they seem to go against the Canadian way of life.	2.32	1.18	2.18	1.29	0.65	362	.516
What young people need most of all is strict discipline by their parents.	3.05	1.72	3.50	1.77	1.59	362	.114



TABLE XXVIII

MANN-WHITNEY U-TESTS OF DIFFERENCES BETWEEN COUNCIL AND NON-COUNCIL MEMBERS ON  
ADORNO'S F ITEMS  
(N = 364)

Questionnaire Item	U	Z	Level of Significance
The artist and professor are probably more important to society than the business man and the manufacturer.	6705.0	-0.543	.589
The findings of science may someday show that many of our most deeply held beliefs are wrong.	6266.0	-1.232	.219
Human nature being what it is, there must always be war and conflict.	6967.0	-0.114	.912
People ought to pay more attention to new ideas even if they seem to go against the Canadian way of life.	6419.0	-0.993	.322
What young people need most of all is strict discipline by their parents.	5992.5	-1.628	.105





### COMPLETE RESULTS OF REGRESSION ANALYSIS: COUNCIL MEMBERSHIP



TABLE XXIX

## RESULTS OF REGRESSION ANALYSIS: COUNCIL MEMBERSHIP

Order of Entry	Item or Variable	Computed R	Cumulative Variance
1	Social Class	.21	4.32%
2	Students like me don't have any say about what . . . council does.	.29	8.45
3	Are you a member of the executive of any school club?	.35	12.07
4	Number of activities	.37	13.69
5	Barnum was wrong . . .	.38	14.81
6	Sometimes students' council activities . . . complicated that a student like me . . .	.39	15.40
7	What young people need most of all is strict discipline . . .	.40	15.85
8	The findings of science may someday show . . .	.40	16.16
9	The biggest difference between most criminals and other people is that criminals are stupid . . .	.41	16.42
10	Your sex	.41	16.61
11	Human nature being what it is . . .	.41	16.72
12	People ought to pay more attention to new ideas . . .	.41	16.81
13	I don't think student council members care much what the students like me think.	.41	16.86





TABLE XXIX (continued)

Order of Entry	Item or Variable	Computed R	Cumulative Variance
14	The artist and professor are probably more important . . .	.41	16.91%
15	Interscholastic sports	.41	16.96
16	Generally speaking men won't work hard unless they are forced to do so.	.41	17.01
17	So many other students vote. . .	.41	17.05
18	It is safest to assume that all people have a vicious streak and it will come out when they are given the chance	.41	17.06
19	If a person doesn't care how an election comes out he shouldn't vote in it.	.41	17.08
20	A good many students' council elections aren't important enough to bother with.	.41	17.09
21	Member of executive of non-school club.	.41	17.09
22	Voting is the only way that students like me can have any say about how the students' council runs things.	.41	17.10
23	It isn't so important to vote in the students' council election . . .	.41	17.10





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